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ABSTRACT

This annotated bibliography on language and reading instruction of Spanish-speaking children is divided into six major categories. The introductory section presents fundamental issues, broad concepts, basic understandings, and related areas that are of importance to an understanding of the major topic. Section 2, "Measuring and Appraising Intelligence," has been developed so that workers can have access to some experimental studies dealing with issues related to the appraisal of these abilities in Spanish-speaking children. Section 3 presents articles which deal with some specific factors involved in the acquisition of a second language. Many of the articles were selected for their relevance to the language arts teacher in her role as a teacher of Spanish-speaking children. "Factors Pertaining to Reading Achievement," section 4, includes several studies but many more theoretical articles dealing with various issues pertaining to reading for Spanish-speaking children. The articles in section 5 are related to the concept and process of bilingual education as well as to justifications for various approaches. A number of research reviews and bibliographies are included in section 6 for individuals who wish to pursue this area of study beyond this annotated collection. (Author/WR)

ISSUES IN LANGUAGE AND READING INSTRUCTION
OF SPANISH-SPEAKING CHILDREN

An Annotated Bibliography

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1969

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ISSUES IN LANGUAGE AND READING INSTRUCTION OF SPANISH-SPEAKING CHILDREN

Spanish-speaking children of Mexican, Puerto Rican, Cuban, and Latin American descent constitute the largest linguistic minority in the United States public schools. While the challenge of meeting the needs of these children is relatively recent to some areas, the special problems involved in educating children of Mexican and Indian descent have been longstanding in the southwestern United States. Study of the literature indicates that while a voluminous body of writing exists, few well-designed, creative or comprehensive studies are available dealing specifically with the educational needs of these children. It has been noted, however, that careful and prolonged study of the literature can provide the serious student with important understandings and insights that ordinarily would seldom develop through the slow process of experience. An attempt has been made, therefore, to organize a selected number of references into six major categories which reflect the spectrum of the topic. In dealing with an issue as complex as this, it is recognized that the subjective nature of compilation imposes certain limitations and restrictions on the selection process. Hence, relevancy, recency, accessibility, and uniqueness of various articles constituted the major frame of reference for inclusion.

GENERAL FACTORS AND UNDERLYING ISSUES

This introductory section is presented to highlight fundamental issues, broad concepts, key understandings, and relevant, related areas that are of crucial importance to a broad and comprehensive understanding of the major topic.

ANDERSON, JAMES G., and DWIGHT SAFAR. "The Influence of Differential Community Perceptions on the Provision of Equal Educational Opportunities," *Sociology of Education*, 40 (Summer 1967), 219-230.

Comparative study of two Southwestern communities, one of which is predominantly Anglo in makeup, the other more biethnic with a large Mexican-American population. The authors explore perceptions: of ability, of encouragement given to students, and of the adequacy of school programs among a sample that includes members of both Anglo and Mexican-American communities, the school board, administration, and teachers. Conclusions point to perceptions that Mexican-American children are less capable in achievement of goals than their Anglo counterparts. The authors point out the effects of stereotyping in these perceptions. They assert that there is a gulf between the Anglo and Mexican-American communities in this study that creates a communication gap as well as inequality of educational opportunity.

BOYD, DOROTHY L. "Bilingualism as an Educational Objective," *Educational Forum*, 32 (March 1968), 309-313.

Comments on the American educational tradition and the challenge to the system represented by the Spanish-speaking child. Notes the cruciality of the teacher's role in a bilingual program. Slips into the American linguistic ethos characterized by the attitude that English should be taught before age six. This reasoning, when applied arbitrarily to these children regardless of circumstances, is questionable.

COLEMAN, JAMES. "The Concept of Equality of Educational Opportunity," *Harvard Educational Review*, 38 (Winter 1968), 7-22.

Penetrating inquiry into the concept of equality of educational opportunity. Evolutionary shifts in this concept are presented along with data from the Coleman Report. Emphasizes the need to consider the power of input resources on output in terms of educational achievement of culturally different pupils. A major paper for educators and decision makers at all levels.

CORDASCO, FRANK M. "The Challenge of the Non-English Speaking Child in American Schools," *School and Society*, 96 (March 1968), 198-201.

Critical of the schools for their inadequate response to children coming from culturally and linguistically different contexts. Discusses poverty as the common denominator of disadvantaged children and within this context, its "parameters" – cultural differences, language handicaps, social alienation, and disaffection. Various school efforts directed towards assimilation of these children are claimed to have resulted in loss of cultural identity and linguistic and cultural ambivalence. Discusses needed educational planning for Spanish-speaking children.

FORBES, JACK D. *Mexican-Americans: A Handbook for Educators*. Berkeley, California: Far West Laboratory for Educational Research and Development, 1966, 34 pps.

Pamphlet approaching the Mexican-American educational situation historically. Though sympathetic to the plight of Mexican-Americans, flounders in its attempt to assess the Mexican-American community. Anthropological concepts tend to reflect the Mexican rather than diverse Mexican-American cultural ethos. Its strength lies in the discussion of the assets which the Mexican-American brings to the school.

GONZALES, EUGENE. "The Mexican-American in California," *California Education Journal*, 3 (November 1965), 19-22.

Introductory article providing a generalized overview of problems of Mexican-American children. Among other things, the writer calls for serious reevaluation of traditional instructional strategies (particularly those approaches that obviously have been unsuccessful), involvement of minority people in the search for solution to their problems, and innovative teacher training programs.

GREBLER, LEO. *The Schooling Gap – Signs of Progress*. Mexican-American Study Project. Los Angeles: UCLA, 1967, 48 pps.

Identifies essential causes for the educational gap of Mexican-Americans. Explores current progress of programs. Particularly useful examination of programs, government involvement, and analysis of programmatic needs for Mexican-American education.

GUZMAN, RALPH. "Ethics in Federally Subsidized Research – The Case of the Mexican-American," *The Mexican-American – A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 245-249.

Discusses the necessity for honesty in federally subsidized research concerning Mexican-Americans. Purports that the results and findings of most Anglo

studies of Mexican-Americans reflect "a quest for the quaint." Distorting the character and culture of Mexican-Americans by uninformed or dishonest academicians has become an academic discipline. Those who have failed to serve Mexican-American education in the past are the ones who continue to receive government grants. Warns those who have approached Mexican-Americans condescendingly that they "walk in the dark corners of their own conceits." Should be read as a classic in the literature of Mexican-American education.

HELLER, CELIA S. *Mexican-American Youth - Forgotten Youth at the Crossroads*. New York: Random House, 1966, 113 pps.

Discusses problems of Mexican-American youth in the schools, the home, and the community. Focuses particularly on male Mexican-American youth. Descriptions of Mexican-American culture resemble other studies which approach this culture with prior notions. Historical data are essentially sound.

HOWE, HAROLD II. "Cowboys, Indians and American Education." National Conference on Educational Opportunities for Mexican-Americans. Austin, Texas: Southwest Educational Development Laboratory, April 1968.

Discusses aspects of cultural superiority and linguistic imperialism in the general context of the United States as an assimilator of minority people. Respect for the diversity of peoples, their culture and language is a major theme in this discussion of educational issues concerning Spanish-speaking peoples.

McWILLIAMS, CAREY. "The Forgotten Mexican," *Brothers Under the Skin*, Chap. 3. Boston: Little, Brown, 1964.

Telling account of the situation of the Mexican-American in the United States. A major point is that Spanish-speaking peoples have never been "immigrants" in the Southwest. The serious educational problems of Spanish-speaking children are caused by the forcing of Anglo linguistic and cultural expectations on a minority people, rather than any innate cultural difference within the people themselves. Though the statistics are dated, the information still seems relevant.

MONTES, MIGUEL. "Need to Use HEW Funds to Secure Equal Educational Opportunity for the Mexican-American," *The Mexican-American - A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 107-111.

Discusses chronic problems of Mexican-Americans and effects of federal programs on their alleviation. Contends that federal programs fund for only

one-third of the disadvantaged youth. Sees this situation as "piecemeal" approach to a problem that requires newer and improved approaches. Recommends that a new type of teacher is required, sensitive to and trained for the problems of Mexican-Americans. Concludes that Mexican-Americans will continue to be disadvantaged educationally unless compensatory education and desegregation are accomplished hand in hand.

MORENO, EDWARD V. "Elementary and Secondary Education" *The Mexican-American - A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 101-105.

Illuminating review of some statistics available on the educational status of Mexican-Americans, drawn principally from studies in California. Recommends utilization of community resources to overcome obstacles in improving education for Mexican-Americans. Focuses on the necessity for priorities and federal guidelines in the administration of educational programs for Mexican-Americans.

MOYNIHAN, DANIEL P. "Sources of Resistance to the Coleman Report," *Harvard Educational Review*, 38 (Winter 1968), 23-36.

Discussion of the Coleman Report within framework of reactions of three major groups: the educational, the reform, and the research establishments. Responses of these various groups to the findings of the Coleman Report are explained in a highly insightful discussion. Section dealing with the "research establishment" poses some of the most original and creative of contributions if it is read with the objectivity it deserves.

NAVA, JULIAN. "Educational Problems of Mexican-Americans," *The Mexican-American - A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 97-100.

Remarks on the background, progress, and status of Mexican-Americans in the public educational system. Recommends significant steps in ameliorating educational problems. Proposes marshaling resources of all levels of government and society to eliminate deficiencies in the education of Mexican-Americans.

PECK, ROBERT F. and CONO GALLIANI. "Intelligence, Ethnicity, and Social Roles in Adolescent Society," *Sociometry*, 25 (March 1962), 64-72.

Investigation of the relationship of intelligence to social visibility, the differentiation of varying social role groups by intelligence and ethnic influences on social visibility. The California Test of Mental Maturity, a role nominations instrument, and various other personality, attitude, and socio-

metric measures were administered to 1,217 seventh grade pupils from three Texas communities. Findings regarding ethnic factors are of particular interest.

RODRIGUEZ, ARMANDO M. "Speak Up, Chicano," reprinted from *American Education* (May 1968). Publication No. OE 38007. Washington: Division of Public Documents, U. S. Government Printing Office.

Describes a visit of the Chief of the Office of Education's Mexican-American Affairs Unit to a community in the center of San Antonio's slum. Educational problems and needs faced by Mexican-American children in the movement for equality of educational opportunities are outlined. Various educational innovations are also mentioned in this article.

SANCHEZ, GEORGE I. *The Forgotten People: A Study of New Mexicans*. (Reissue) Albuquerque: Calvin Horn, 1967, 98 pps.

First published in 1940, the data and findings are still relevant. Deals mostly with the socioeconomic situation of Mexican-Americans in northern New Mexico. One chapter deals specifically with educational factors. The education of the children in Taos County has only slightly improved. This is the situation for most Mexican-Americans in New Mexico and in the rest of the Southwest.

MEASURING AND APPRAISING INTELLIGENCE

Misuse of available instruments for assessing the academic aptitude of these children is far from uncommon. This section has been developed so that workers could have access to some experimental studies dealing with issues related to the appraisal of these abilities for Spanish-speaking children.

ANASTASI, ANNE and F. CORDOVA. "Some Effects of Bilingualism Upon the Intelligence Test Performance of Puerto Rican Children in New York City," *Journal of Educational Psychology*, 44 (January 1953), 1-19.

Catell Culture-Free Intelligence Test, Forms 2A and 2B, was administered to 176 children, grades six to eight, in a parochial school in the Spanish area of Harlem. Half the group was tested in English in the first testing session and in Spanish in the second session. This order was reversed for the other half of the sample. Marked improvement in test performance from first to second testing session, regardless of the language used in test administration, was conspicuous in one of the analyses of the study. Several other findings are noted and interpretations concerning linguistic, socioeconomic, and psychocultural influences in intelligence test performance are presented.

ANASTASI, ANNE and CRUZ De JESUS. "Language Development and Nonverbal IQ of Puerto Rican Preschool Children in New York City," *Journal of Abnormal and Social Psychology*, 48 (July 1953), 357-366.

A preschool population of 50 children attending day care centers in the Spanish area of Harlem was tested individually by recording sixty consecutive language response samples obtained from reactions to toys or picture books. Goodenough Draw-A-Man Tests were administered in Spanish using standard instructions. The recorded oral responses were analyzed in terms of the proportion of Spanish and English words and sentences and mean sentence length and structure. Comparisons with performance of 50 Negro and 50 native English-speaking children were also made.

CARLSON, HILDING B. and NORMAN HENDERSON. "The Intelligence of American Children of Mexican Parentage," *Journal of Abnormal and Social Psychology*, 45 (1950), 544-551.

One hundred fifteen fifth and sixth grade subjects meeting the requirements of this study were matched with 105 control subjects. A battery of approximately five group mental tests was administered to explore alleged differences in intelligence. The influence of English language facility and educational achievement on intelligence test performance was not explored.

CATELL, RAYMOND B. "Classical and Standard Score IQ Standardization of the I.P.A.T. Culture-Free Intelligence Scale 2," *Journal of Consulting Psychology*, 15 (April 1951), 154-159.

CATELL, RAYMOND B. "A Culture-Free Intelligence Test I," *Journal of Educational Psychology*, 31 (1940), 161-180.

CATELL, RAYMOND B., S. NORMAN FEINGOLD, and SEYMOUR B. SARASON. "Culture-Free Intelligence Test II: Evaluation of Cultural Influence on Test Performance," *Journal of Educational Psychology*, 32 (February 1941), 81-100.

Three articles dealing with aspects of the construction of culture-free intelligence tests. A hypothetical construct of factors operating in any performance in an intelligence test is presented with detailed discussion of the various issues involved. Several experimental studies are included investigating transfer effect through training and time effect due to acculturation. The more recent article of the three is concerned with the standardization of the I.P.A.T. Culture-Free Intelligence Test Scale 2. A presentation is made of both classical and standard score standardization tables.

DARCY, NATALIE T. "The Performance of Bilingual Puerto Rican Children on Verbal and Non-Language Tests of Intelligence," *Journal of Educational Research*, 45 (March 1952), 499-506.

A study of the performance of bilingual children on verbal and nonverbal measures of intelligence. The Pintner General Ability Verbal and Non-Language Series was administered to 235 fifth and sixth grade pupils in two New York City elementary schools. Method of selection of the sample and the criteria for bilingualism were not described in the report. Conclusions were suggestive that a more valid estimate of academic aptitude for bilinguals might be obtained when both verbal and nonverbal measures are obtained.

HOLLAND, WILLIAM R. "Language Barrier as an Educational Problem of Spanish-Speaking Children," *Exceptional Children*, 27 (1960), 42-44.

The WISC was administered in English, or in certain situations, in Spanish to 36 subjects ranging from first grade through fifth, attending school in Tucson, Arizona. Responses were scored in two ways: a correct English response and a bilingual response when the testing had to revert to Spanish. Two verbal scores (English verbal IQ and bilingual verbal IQ) were obtained by this approach. The writer hypothesized a construct defined as "language barrier," the arithmetic difference between the two scores. While inferences were limited due to the nature of the samples, the article is of interest to students concerned with this area.

KITTELL, JACK E. "Bilingualism and Language-Non-Language Intelligence Scores of Third Grade Children," *Journal of Educational Research*, 52 (March 1959), 263-268.

Study of the influence of bilingual environment and foreign birth of one, both, or neither parent in bilingual families in performance on the language and non-language sections of the California Short Form Mental Maturity Test. Occupational ratings of parents and pupils' reading abilities were also studied as variables involved in intelligence test performance of these subjects. A sample of 83 elementary pupils from a single elementary school in Berkeley, California were subjects. Fifteen different languages were represented in the environment of the 42 bilinguals with Chinese, Japanese and Spanish being the major languages. Forty-one unilingual subjects in the control group consisted of children whose parents spoke English at home.

RIEBER, MORTON and MARCELEETE WOMACK. "The Intelligence of Preschool Children as Related to Ethnic and Demographic Variables," *Exceptional Children*, 34 (April 1968), 609-614.

Sample for this study were 568 children ranging in average age from 4 years, 7 months to 8 years, enrolled in a Head Start Project in a district of Houston, Texas. Demographic data were collected for each family and the Peabody Picture Vocabulary Test was administered to all children. Children with Spanish surnames were tested with both the English and a Spanish version of the instrument. The relationship between family variables and intelligence was explored in several differing subsamples.

ROCA, PABLO. "Problems of Adapting Intelligence Scales from One Culture to Another," *High School Journal*, 38 (January 1951), 124-131.

Concerned with cultural and linguistic influences in intelligence test performance. Describes changes in both item construction and positioning of items in adapting the WISC and the Stanford-Binet for use in Puerto Rico.

FACTORS PERTAINING TO LANGUAGE DEVELOPMENT

One of the most crucial of issues in the education of Spanish-speaking children is English language development. This section presents articles which deal with some specific factors involved in the acquisition of a second language. Many of the articles were selected for their relevance to the language arts teacher in her role as a teacher of Spanish-speaking children.

ALLEN, HAROLD B. (Ed.). *Teaching English as a Second Language: A Book of Readings*. New York: McGraw-Hill, 1965, 406 pps.

Various articles dealing with theories, approaches, and methodology of second language learning. Few directly deal with language instruction for Spanish-speaking children; the majority, however, provide a substantial overview of considerations in teaching English as a second language. Emphasis of most articles centers on foreign language methodology. Readings are organized in a good sequence from "theories and approaches" to "testing."

ALLEN, VIRGINIA F., CAROL H. KREIDLER, and BETTY WALLACE ROBINETT (Eds.). *On Teaching English to Speakers of Other Languages: Series I-III*. Washington: Association of Teachers of English to Speakers of Other Languages, 1967, 965-967.

Proceedings of three annual conferences of the TESOL Association. Topics range across a variety of aspects in teaching English to speakers of other languages. Useful for TESOL teachers at all levels.

BERNARD, WALTER. "Psychological Principles of Language and Learning and the Bilingual Reading Method," *Modern Language Journal*, 35 (February 1951), 87-96.

Considers fundamental psychological principles identified as underlying all learning and teaching of a foreign language. Contends that an instinctive feeling for a language comes from reading in that language. Favors an "indirect, parallel translation method" or "bilingual reading method." This is what has been developed into what is called "dual language" books which have been designed so that the text is printed in both languages side-by-side.

BRAULT, GERALD J. "Some Misconceptions about Teaching American Ethnic Children Their Mother Tongue," *Modern Language Journal*, 48 (1964) 67-71.

Makes a good case for the differences between the language of the non-English speaker and its literary variety which he is required to learn in school. Points out the necessity of having teachers that the non-English

speaker can identify with. Critical of language teachers who fail to appreciate the essentially diverse nature of language and the artificiality of standards; also, language teachers who know little about the phenomenon of language that they teach.

BROOKS, CHARLOTTE K. "Some Approaches to Teaching Standard English as a Second Language," *Elementary English*, 41 (November 1964), 728-733.

Considers some approaches in teaching language arts to culturally different and culturally deprived. Seems more concerned with pronunciation than communication, a set which, unfortunately, is all too frequently the dominating concern of many who work with linguistically different children.

BROWN, ROGER W. and ERIC H. LENNEBERG. "A Study in Language and Cognition," *Journal of Abnormal and Social Psychology*, 49 (July 1954), 454-462.

Discusses the Whorf Thesis and its relation to cognition. Relevant study for the teacher of speakers of other languages. Concludes that language and thought develop together. Illuminating article for the teacher of bilinguals. Points out the necessity for cultural considerations in linguistic transactions.

CARROLL, JOHN B. "Foreign Languages for Children: What Research Says," *National Elementary Principal*, 39 (May 1960), 12-15.

Claims that experience is adequate enough to state that when a child is required to learn the language of the school as a second language, the younger the child the better and faster he learns English. Experimental evidence for this assertion is not presented. Also, it is pointed out in this article, and evidence is available for this assertion, that learning a second language is facilitated by hearing native speaking peers use the language correctly. The article deals with foreign language instruction for children who can speak the native language of their country, not with children whose vernacular is different from that of the dominant linguistic majority.

CROWLEY, DALE P. "Language Programs Contrasted," *Elementary English*, 44 (November 1967), 756-761.

Contrasts new language approaches with traditional or cognitive approaches to language learning. Emphasizes contrastive linguistic analysis to determine phonological differences between the learner's and the target language. Points out deficiencies of foreign language pattern practice in second dialect learning. Draws extensively from his experiences with the Hilo Project.

DeCECCO, JOHN P. (Ed.). *The Psychology of Language, Thought, and Instruction*. New York: Holt, Rinehart and Winston, 1967, 446 pps.

Informative and provocative essays on the psychology of language. Excellent articles by renowned behavioral scientists. Recommended for teachers of language.

DONOGHUE, MILDRED R. *Foreign Languages and the Elementary School Child*. Dubuque, Iowa: William C. Brown Company, 1968, 403 pps.

Detailed textbook of foreign language education in the elementary school. Emphasis on practical ideas and approaches of value to classroom teachers. Useful, well-footnoted, comprehensive chapters dealing with audio-lingual methods in listening, speaking, reading, and writing; also chapters dealing with methods, resources, and linguistics.

FINOCCHIARO, MARY. *English as a Second Language*. New York: Regents Publishing, 1964, 143 pps.

Lectures and demonstrations sponsored by the U.S. Department of State synthesized into a book. Covers some elementary ground in linguistics. Deals essentially with a pedagogical approach and assumes some knowledge of English on the part of the students.

HILL, L. A. *Selected Articles on the Teaching of English as a Foreign Language*. London: Oxford University Press, 1967, 142 pps.

Collection of articles published by the author based on vast experiences as a teacher of English to speakers of other languages. Deals mostly with practical aspects of methodology and has much relevancy for teaching English to Spanish-speaking children.

KOENIG, FRANCES G. "Improving the Language Abilities of Bilingual Children," *Exceptional Children*, 19 (February 1953), 183-186.

Concentrates on the linguistic disabilities of bilingual "quiet" children. These particular children suffer from both linguistic and psychocultural difficulties. Lists various techniques for making contact and improving language abilities.

KREAR, MORRIS L. "A Comparison of Special Programs or Classes in English for Elementary School Pupils," *Modern Language Journal*, 51 (October 1967), 335-337.

Effectiveness of English as a second language programs among Spanish-speaking children is examined in overview. A number of programs are described, compared, and evaluated.

LADO, ROBERT. *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor, Michigan: University of Michigan Press, 1957.

Describes how to compare two languages and predict difficulties that will be encountered by a learner of a second language which are not faced by native speakers. Contrasts phonemic, grammatical, lexical, and writing systems of two languages.

LAMBERT, WALLACE E. "Developmental Aspects of Second-Language Acquisition: A Description of Developmental Changes," *Journal of Social Psychology*, 43 (1956), 99-104.

Coordinates and interprets a series of findings discussed in three previous articles. Examines a number of factors relevant toward measuring bilingualism and the extent of second language learning.

LAMBERT, WALLACE E. "Psychological Approaches to the Study of Language: On Second Language Learning and Bilingualism," *Modern Language Journal*, 47 (March 1963), 114-121.

Discusses some psychological considerations in learning a second language. Places stress on the dangers resulting from "anomie" that can be brought on by linguistic transference. Discusses the constructs of "bilingual balance" and "linguistic dominance" in bilingualism as well as theories of "coordinate" and "compound" bilingualism. Examines the question of linguistic interdependency in second language learning and dispels the notion that bilinguals, invariably, score poorly on verbal and nonverbal tests of intelligence.

LAMBERT, WALLACE E. "A Social Psychology of Bilingualism," *Journal of Social Issues*, 23 (1967), 91-109.

Classic paper extending and integrating sociopsychological research regarding bilingualism and both the reactions of individuals and the social influences affecting individual bilingual behavior. Describes research using a "matched guise technique," an approach of value in measuring group biases by evaluating speakers. Sociopsychological aspects of second language learning, dealing with instrumental and integrative motivation, appear to be of major theoretical value in planning instructional strategies. A factor analytic study of second language learning is also presented. Language learning and the concept of "anomie" is discussed along with ethnocentrism and social conflicts.

Language Programs for the Disadvantaged. Report of the National Council of Teachers of English for the Disadvantaged. Champaign, Illinois: National Council of Teachers of English, 1965, 327 pps.

Report by the NCTE Task Force representing the concerted effort of NCTE to probe into the status of language programs for disadvantaged children. In addition to dispelling fallacies about the learning abilities of disadvantaged children, the report considers the effectiveness of language programs in preschool, elementary, and secondary schools. Specific recommendations for adjusting the language curriculum to fit the needs of the disadvantaged child are provided.

LAUDAR, HERBERT. *Language and Culture*. New York: Oxford University Press, 1966, 274 pps.

Investigates the origin of writing, theories of meaning, and linguistics in their relation to culture. Discussions provide a framework for basic understandings of language and culture. Useful for the teacher of the culturally and linguistically different.

LEWIS, HILDA P. and EDWARD R. LEWIS. "Written Language Performance of Sixth Grade Children of Low Socioeconomic Status from Bilingual and from Monolingual Backgrounds," *Journal of Experimental Education*, 33 (Spring 1965), 237-242.

Investigation of differences in various aspects of written language abilities (output, vocabulary range and diversity, spelling, grammar, sentence structure, quality and effectiveness of expression) in a sample of normally intelligent and achieving lower socioeconomic level sixth grade pupils of monolingual, Chinese-bilingual, and Spanish-bilingual backgrounds. Sex differences and extent of bilingualism are also explored as influences on dependent variables encompassing the definition of written language performance.

LOBAN, WALTER D. *The Language of Elementary School Children*. Research Report #1. Champaign, Illinois: National Council of Teachers of English, 1963, 92 pps.

A longitudinal study of children's oral language from kindergarten through sixth grade. Three hundred thirty-eight subjects, stratified as to socioeconomic, sex, race, and intellectual ability, drawn from Oakland, California, were the subjects of this study. Can be considered one of the most extensive in the field. Methods of language analyses used, as well as conclusions drawn, appear to be of much value.

LORGE, IRVING and F. MAYANS. "Vestibule vs. Regular Classes for Puerto Rican Migrant Pupils," *Teachers College Record*, 55 (February 1954), 231-237.

Investigation indicating that for this population, Puerto Rican pupils were found to acquire better facility in English when placed in classes with native English speakers.

MACKEY, WILLIAM F. "Bilingual Interference: Its Analysis and Measurement," *Journal of Communications*, 15 (December 1965), 239-249.

Suggests a technique for the analysis and measurement of bilingual behavior. Analyzes and details the meaning of bilingual interference. Discusses a number of sources of interference. Interesting conclusion about bilingual personality.

MACKEY, WILLIAM F. "The Description and Measurement of Bilingualism/Description et Mesure du Bilinguisme," *Linguistic Reporter*, 9 (October 1967), 1-3.

Brief but intensive consideration of various aspects of measurement and quantification of bilingualism. Theoretical and practical research considerations presented and need for interdisciplinary cooperation stressed.

MARCKWARDT, ALBERT H. "Teaching English as a Foreign Language: A Survey of the Past Decade," *Linguistic Reporter*, Supplement #19 (October 1967), 1-8.

Detailed survey of developments in teaching English as a foreign language. Emphasis primarily on international and domestic programs for adults and foreign students studying in the United States. Development of materials around contrastive analysis, the growth of publications, organizations, and training programs for teachers of English as a foreign language, are discussed.

ORTEGO, PHILIP D. "The Minority on the Border," *The Nation*, 205 (December 11, 1967), 624-627.

Deals essentially with the findings of the cabinet committee hearings on Mexican-American affairs held in El Paso, Texas, in October 1967. Focuses on educational problems of Mexican-Americans, particularly the language barrier and Anglo-American attitudes towards Spanish-speaking Mexican-Americans. Identifies as one of the factors involved in the language barrier, the close proximity of Mexico to the United States for many Spanish-speakers living in special sections of the Southwest.

POSTMAN, NEIL and CHARLES WEINGARTNER. *Linguistics: A Revolution in Teaching*. New York: Dell, 1968, 209 pps.

Covers the development of linguistic science and attempts to place language arts teaching in perspective with contemporary concerns of linguistics. Section on "linguistics and reading" particularly useful.

PREHM, HERBERT J. "Concept Learning in Culturally Disadvantaged Children as a Function of Verbal Pretraining," *Exceptional Children*, 32 (May 1966), 599-604.

Twenty-seven disadvantaged "high risk" and an equal number of "low-risk" children, ranging in age from 4 to 7 years, were compared on two dependent measures of concept attainment. Treatment was defined as pretraining in either verbal, attention, or control stimulus material. On the basis of findings, the investigator concluded that, among other things, verbal pretraining significantly affected the efficiency of performance of this sample of disadvantaged children. Some implications for this study, in terms of the development of teaching strategies for disadvantaged, appear worthy of consideration.

RAISNER, ARNOLD. "New Horizons for the Student of Spanish-Speaking Background," *High Points*, 48 (1966), 19-23.

Discusses a period of rapid growth in English language development of Puerto Rican pupils. With acquisition of vocabulary and basic speech patterns, the need for social acceptance by peers is a strong motivational influence. Sociopsychological influences, academic success or failure, have high potential to inhibit or enhance this development. Urges removal of prohibitions against use of pupils' native language and respect and attention to familial and cultural values.

ROWLEY, VINTON N. and F. BETH STONE. "Changes in Children's Verbal Behavior as a Function of Social Approval, Experimenter Differences, and Child Personality," *Child Development*, 35 (1964), 669-676.

Investigation of the influence of various personality factors and sex differences on verbal conditioning. Sample of 48 fourth grade school children was selected from a larger sample of 161 fourth graders who had been rated by teachers on Peterson's Problem Checklist. A sentence construction task was utilized to study the effects of social reinforcement by the verbalization "good." The investigation is suggestive of further research on verbal conditioning and cross-sex effect with Spanish-speaking children in English language programs.

SAPON, STANLEY M. "An Application of Psychological Theory to Pronunciation Problems in Second Language Learning," *Modern Language Journal*, 36 (March 1952), 111-114.

Covers preliminary ground relevant to pronunciation in second language learning. Draws upon experiences as a language teacher. Focuses on a critical issue in second language learning that is a cause for the perpetuation of some highly maladroitness language teaching.

SHUY, ROGER W. (Ed.). *Social Dialects and Language Learning*. Report of Conference sponsored by Illinois Institute of Technology and the National Council of Teachers of English. Champaign, Illinois: National Council of Teachers of English, 1964, 157 pps.

Reports covering the field of language difficulties and learning. Provides a comprehensive background to the area. Particularly useful for teachers of English to speakers of other languages. Basic document for orientation of beginning teachers.

SCAFFIETTI, JAMES P. "Bilingualism and Biculturalism," *Journal of Educational Psychology*, 46 (1955), 222-227.

Enlarges thesis that bilingualism is a phenomenon far more complex than the habitual use of two languages. In arguing against the misconception that language comprises culture, recommends that a clear-cut distinction be maintained between the two concepts rather than combining them, as is commonly done, under the single label, "bilingualism." Four basic categories are presented ranging from bicultural-bilingualism to monocultural-monolingualism.

STRANG, RUTH. "The Linguistically Handicapped: Learning English as a Second Language - A Theoretical Model," *Exceptional Children*, 30 (September 1963), 14-16.

Attempt to unify significant factors to be accounted for in programs for Teaching English as a Second Language. Linguistic patterns appear to form the basic structure of the writer's model. Cognitive, sociocultural, psychological, and pedagogical principles are juxtaposed with the linguistic content in a brief but thoroughly important article.

YBARRA, ANDRES (Ed.). "Editorial," *El Grito: A Journal of Contemporary Mexican American Thought*, 2 (Winter 1968), 6-7.

Critical of the kind of attitude and misdirection represented by punishing Mexican-American children for speaking Spanish in schools. Hits hard at ignorance and arrogance of Anglo-Americans who depreciate accents of Mexican-Americans. Criticizes ESL programs as continuing this type of linguistic imperialism.

FACTORS PERTAINING TO READING ACHIEVEMENT

The reading growth and development of these children has quite recently begun to receive attention. This section includes several studies but many more theoretical articles dealing with various issues pertaining to reading for Spanish-speaking children.

ARNOLD, RICHARD D. "English as a Second Language," *Reading Teacher*, 21 (April 1968), 634-639.

Describes the origin and basic assumptions that underlie a project involving the development of reading materials centered around an already existing developmental oral language program in English for Mexican-American children. Project is in its developmental stages and, hence, has not yet been subjected to experimental study.

BYERS, JUNE. "Using Poetry to Help Educationally Deprived Children Learn Inductively," *Elementary English*, 42 (March 1965), 275-279.

Brief article describing an obviously thoughtful and creative teacher's approach towards helping linguistically different pupils become better readers through the utilization of choral verse.

EDWARDS, THOMAS J. "The Language Experience Attack on Cultural Deprivation," *Reading Teacher*, 18 (April 1965), 546-551, 556.

Focuses on problems of the culturally deprived learner. Advocates the language experience approach as a contribution to the solutions of their problems.

FROST, JOE L. "Developing Literacy in Disadvantaged Children," in J. L. Frost (Ed.), *Issues and Innovations in the Teaching of Reading*. Glenview, Illinois: Scott, Foresman, 1967, 264-275.

Discussion of the development of literacy in disadvantaged children within a framework of concepts of continuity and discontinuity in linguistic development and styles between the home and school. Within this context, three interrelated periods are outlined (infancy and early childhood, school readiness, and language continuity for literacy development). Numerous propositions pertaining to conceptual and linguistic development and the school's role in providing continuity through individualization contribute towards making this a highly important article.

GOODMAN, KENNETH. "Dialect Barriers to Reading Comprehension," in E. L. Everitts (Ed.), *Dimensions of Dialect*. Champaign, Illinois: National Council of Teachers of English, 1967, 39-46.

Article dealing with the divergent speaker and the effects and influences of sound and grammatical divergence on comprehension in reading standard American English. Discusses three alternatives facing framers of programs of literacy for divergent speakers. The first, writing materials based on their own dialects by rewriting standard materials; second, teaching the standard dialect before reading instruction; third, accepting their language, making it the medium of instruction and expanding towards socially preferred forms later. Appears to be one of the soundest conceptual frameworks yet presented.

GUERRA, MANUEL H. "Why Juanito Doesn't Read," *CTA Journal*. (October 1965), 17-19.

Overview of some major issues hypothesized to operate in the development of learning problems of Mexican-American children. Gross inadequacies in teacher education; social and economic problems and their effects on energy, motivation, and set for learning; inappropriate use of intelligence testing and psychocultural conflicts imposed on these children are briefly discussed in the context of etiology of difficulties in learning to read.

HERR, SELMA E. "The Effect of Pre-First Grade Training upon Reading Readiness and Reading Achievement Among Spanish-American Children," *Journal of Educational Psychology*, 37 (1946), 87-102.

Investigation of the effects of one year of pre-first grade training on readiness for and achievement in reading in first grade. One hundred 5 year old experimental subjects were matched with a like number of controls on the basis of performance on the Pintner-Cunningham Primary Intelligence Test, home environment, and language ability (undescribed). Battery of post-tests was administered including the usual readiness and reading measures obtained in early and latter first grade.

HERRICK, VIRGIL E. and MARCELLA NERBOVIG. *Using Experience Charts With Children*. Columbus, Ohio: Charles E. Merrill Books, 1964, 119 pps.

Helpful paperback with many practical pointers on experience chart use in the classroom. Chapter describing use of the method in several different aspects of reading is particularly well done. Useful for teachers of reading interested in developing such activities in their classrooms.

HILDRETH, GERTRUDE. "Linguistic Factors in Early Reading Instruction," *Reading Teacher*, 18 (December 1964), 172-178.

Asserts that without oral fluency, the best that the non-English speaking child can accomplish is arbitrary association of sounds with letters. Suggests that the major unit of meaning is not the word but the phrase or sentence. These

units are postulated to be prerequisite to reading. Continued emphasis through attention to oral language development is urged. Useful and well-documented paper.

HORN, THOMAS. "Three Methods of Developing Reading Readiness in Spanish-Speaking Children in First Grade," *Reading Teacher*, 20 (October 1966), 38-42.

Purpose of the investigation was to compare the effectiveness of three methods of developing readiness for reading in Spanish-speaking first grade pupils. Twenty-eight first grade classrooms were randomly assigned to one of three (140 day) treatment groups. Groups 1 and 2 consisted of 9 classes, each receiving intensive oral-aural English instruction with "culture-fair" science materials and oral-aural Spanish respectively. Group 3 received no intensive language instruction but used the science materials. Useful comments and important methodological research difficulties described.

KAUFFMAN, MAURICE. "Will Instruction in Reading Spanish Affect Ability in Reading English?" *Journal of Reading*, 11 (April 1968), 521-527.

Reports an investigation of the effects of instruction in reading Spanish on the English reading ability of Puerto Rican seventh grade pupils retarded in reading. Experimental groups received instruction in standard Spanish with an emphasis on reading skills in Spanish. Retest scores of experimental and control groups on the Durrell-Sullivan Reading Achievement Test were compared by means of analysis of covariance. Covariates were initial tests of word meaning, paragraph meaning, language and non-language IQ on California Tests of Mental Maturity and Durrell-Sullivan Reading Capacity total scores.

KELLAGHAN, THOMAS and JOHN MACNAMARA. "Reading in a Second Language in Ireland," in M. Jenkinson (Ed.), *Reading Instruction: An International Forum*. Newark, Delaware: International Reading Association, 1967, 231-240.

Series of studies dealing with possible difficulties in problem solving of bilingual children. Subjects were pupils in the 12 to 13 year old age range who speak English as their first language, and have had six years of Irish in school. Problem solving in arithmetic, speed of reading, articulation, and several other dependent variables were studied. Writers suggest that messages presented in a second language might contain more uncertainty for the reader than equivalent ones in an individual's first language. Decoding in the second language medium is likely to require more time and be less efficient. Implications for research in reading instruction for Spanish-speaking children.

McCANNE, ROY. "Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes," *Reading Teacher*, 19 (May 1966), 670-675.

Twenty-nine teachers representing 21 schools in 15 districts in Colorado were selected on the basis of various criteria and assigned to one of three treatment groups: 1) conventional readiness and basal readers approach, 2) teaching English as a second language approach, 3) a language experience approach. Several aspects of the study such as the randomness of the initial selection, the representativeness of the samples, and the adequacy of the experimental procedures, are open to question.

McDAVID, RAVEN I., JR. "Dialectology and the Teaching of Reading," *Reading Teacher*, 18 (December 1964), 206-213.

Concerned with the extent that dialect differences in American English complicates the task of teaching reading. Asserts that the success of any reading program depends on the language habits the reader has acquired in target language. Contrasts differences involved in teaching English as a foreign language as compared to second dialect learning.

MARQUARDT, WILLIAM F. "Language Interference in Reading," *Reading Teacher*, 18 (December 1964), 214-218.

Major point is that children's language acquisition and experience through audio-lingual modes is both effortless and highly reinforcing. In learning to read, however, patterns of behavior somewhat different from those associated with conversation must be acquired. The overpowering and prevalent nature of the spoken word, as well as its infinitely stronger reinforcing effects, tends to interfere with learning the techniques for acquiring meaning from printed symbols.

MODIANO, NANCY. "National or Mother Language in Beginning Reading: A Comparative Study," *Research in the Teaching of English*, 2 (Spring 1968), 32-43.

Study investigating the effects on reading comprehension by introducing reading in the first language vs. the national language. Primary grade Indian children in Mexican federal schools (where all instruction is provided in Spanish) were compared with Indian children attending bilingual schools of the National Indian Institute in Mexico where reading is introduced through the first language. Vagueness in the report regarding the experimental unit and methods of selecting and equating children in treatment groups. Findings reported show that students introduced to reading first in their vernacular read with better comprehension in the national language than students who received all reading instruction in the latter.

NURSS, JOANNE R. "Children's Reading: Syntactic Structure and Comprehension Difficulty," in J. Allen Figurel (Ed.), *Forging Ahead in Reading*, Proceedings of the International Reading Association, Vol. 12, Part 1, 1967 (Copyright 1968) 571-575.

Investigation of the effects of varying sentence structure complexity on criteria of oral reading, silent reading and listening comprehension. Two samples of second grade pupils from a suburban school district in Connecticut were the subjects for this study. Findings appear to have some relevancy to both the pedagogy and the construction of materials for the teaching of reading for culturally different pupils.

ROBINETT, RALPH F. "A Linguistic Approach to Beginning Reading for Bilingual Children," in James F. Kerfoot (Ed.), *First Grade Reading Programs*, Perspectives in Reading No. 5. Newark, Delaware: International Reading Association, 1965.

Presents ten major premises underlying the development of the *Miami Linguistic Reader Series* in Dade County public schools, Miami, Florida. Tendency for workers using materials such as these to ignore many other complex and multidimensional issues involved in early instruction in reading for poverty children whose vernacular is not the language of instruction and whose culture differs from middle-class America. Some search for panaceas in linguistically oriented reading instructional materials without any clear understanding of the nature and needs of specific learners.

ROSEN, CARL L. and PHILIP D. ORTEGO. "Language and Reading Problems of Spanish-Speaking Children in the Southwest," *Journal of Reading Behavior*, 1 (Winter 1969), 51-70.

Reviews articles and research in language and reading problems of Mexican-American children. Difficulties associated with the meaning of the term bilingualism, problems in the timing and methodology of second language, socioeconomic, and other factors influencing English language acquisition are discussed. Reading approaches are critically discussed in a new conceptual framework. Summary and conclusions present a series of historical fallacies crucial to understanding educational approaches for Spanish-speaking children. Bibliography of 71 references.

RUDELL, ROBERT B. "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension," *Reading Teacher*, 18 (January 1965), 270-275.

Major purpose was to investigate the effect of similarity of oral and written language patterns on reading comprehension. A sample of fourth grade pupils,

not clearly described, from the fourth grade elementary population in Bloomington, Indiana, constituted the subjects of the study. The influence of both the functions of similarity and high frequency patterns of language structure on comprehension was studied by means of six reading passages. Editorial review was critical of both the cloze technique as an exclusive criterion for comprehension and the generalizations made by the writer. However, the study is suggestive of further research along these lines with differing populations of Spanish-speaking pupils.

STRICKLAND, RUTH. "The Interrelationship Between Language and Reading," *Volta Review*, 60 (September 1958), 334-336.

Asserts that language and cultural learning are intimately interrelated. Words, concepts of oneself, life, relationships, and so on, are well underway before the child comes to school. States that environment and experience are determinants of the qualitative and quantitative aspects of linguistic facilities brought to school. Discusses listening and reading in the context of "making contact" with the thoughts of others — obtaining meaning and reacting are discussed in terms of their relations to reading.

YANDELL, M. and MILES ZINTZ. "Some Difficulties Which Indian Children Encounter with Idioms in Reading," *Reading Teacher*, 14 (March 1961), 256-259.

Bilingual children require special instruction with idiomatic expressions or difficulties in comprehension will occur.

YONES, DECK, JR. "Reading Programs for Mexican-American Children of Texas," *Reading Teacher*, 20 (June 1967), 313-318, 323.

Description of various federally funded programs in Texas for Mexican-American pupils ranging from relatively unimaginative so-called "second chance" programs to somewhat more creative approaches such as parent teaching assistants, bilingual educational programs with oral instruction in Spanish, reading readiness instruction in Spanish, and coordinated oral English with reading instruction. Conspicuous lack of built-in scientifically controlled experimental designs and precise evaluation of resulting outputs, along with harrowingly uninformed aspects of various programs described, suggests that much yet remains to be done.

ZINTZ, MILES. "Developing a Communications Skills Program for Bilinguals," in R. Strang (Ed.), *Understanding and Helping the Retarded Reader*. Tucson: University of Arizona Press, 1965, 64-75.

Deals with deficiencies in reading programs for bilingual children. Several obstacles to learning are discussed — the lack of understanding of the child and his cultural background, the lack of facility in the English language, and severe educational retardation of culturally different children. Discusses, among other things, speaking facility, phonics, and the need for systematic planning based on the special needs of bilingual children.

ZINTZ, MILES, "Reading Success of High School Students Who Are Speakers of other Languages," in M. Jenkinson (Ed.), *Reading and Inquiry*, Proceedings of the International Reading Association, 10, 1965, 277-280.

Well-documented presentation of the problems of high school students who speak a first language other than English. Historical background includes fallacious and prejudicial thinking regarding intelligence test interpretation, educational retardation and cultural conflicts. The section on testing language power in English presents brief research review and conclusions calling for multi disciplinary efforts.

BILINGUAL EDUCATION

Bilingual education represents one of the most significant advances in American education. The articles included in this section grapple significantly with the concept and process of bilingual education as well as with various justifications for these approaches.

ABRAHAM, WILLARD. "The Bilingual Child and His Teacher," *Elementary English*, 34 (1957), 474-478.

Concentrates on aspects of teacher education hypothesized as necessary to better prepare teachers for working with culturally and linguistically different children. A course entitled "The Curriculum For and Methods of Teaching the Bilingual Child" is outlined and graduate students' responses regarding needed changes in undergraduate teacher training programs for teachers of Spanish-speaking children are described.

ABRAHAM, WILLARD. "The Bilingual Child, His Parents and School," *Emotional Children*, 23 (November 1956), 51-52, 80.

Refreshing article, both from the standpoint of the obvious attempt of the author and his institution to provide programs for teachers of Spanish-speaking and Indian children, as well as the insightful and advanced thinking manifest in concern for an open and mutually helpful relationship between the schools, the community, and the parents of these children.

BELL, PAUL. "The Bilingual School," in J. Allen Figurel (Ed.), *Reading and Inquiry*, Proceedings of the International Reading Association, 10, 1965, 271-274.

Describes the origin, organization, and implementation of a bilingual-bicultural curriculum for a public school in Miami, Florida. Goals for the program, community planning, staff organization, and curriculum development are lucidly presented.

FISHMAN, JOSHUA A. "The Status and Prospects of Bilingualism in the United States," *Modern Language Journal*, 49 (March 1965), 143-155.

Reviews the contemporary status of non-English language resources in the United States. Details a plan for language maintenance in the United States.

GAARDER, BRUCE A. "Organization of the Bilingual School," *Journal of Social Issues*, 23 (April 1967), 110-120.

Presents one of the most well-developed conceptualizations of the nature of bilingual education available. Points out that virtually no information is available in the literature on the organization of a bilingual school or the teaching-learning process. Complex models of "one way" schools (one group learning in two languages) and "two way" schools (two groups, each learning in its own and the other's language) are juxtaposed in terms of other dimensions — mother tongue added or second tongue added to the curriculum; segregated classes or mixed classes; equal or unequal time and treatment. Many write and talk of bilingual education, yet few understand even the most simple aspects of its meaning. This article could contribute towards providing for better understanding of this concept.

GARZA, NICK. "Bilingualism in Education," *The Mexican-American — A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 117-118.

Endorses the necessity for bilingual education. Comments on success of the San Antonio Project in bilingual instruction. Argues effectively for using bilingual teachers to teach bilingual children. Stresses the critical need for such teachers and recommends encouraging the participation of more Mexican-Americans in the educational and teaching process.

MERMELSTEIN, MARILUZ and BERNARD A. FOX. "The Sands Project," *High Points*, 47 (March 1965), 5-10.

Outlines a project whose basic objective appears to be enhancing learning of English for Puerto Rican seventh graders by means of a curriculum planned so that the original language and culture of the children is preserved and integrated into the school's curriculum. Attempt to present both a description of the project and a "semiexperimental" report is not effective. Hawthorne Effect, sampling problems, and failure to identify dependent and independent variables are operative. Project is, however, basically useful, innovative, and important.

NOREEN, SISTER D. C. "A Bilingual Curriculum for Spanish-Americans," *Catholic School Journal*, 66 (January 1966), 25-26.

Considers the educational plight of Mexican-American and other children whose native language is Spanish. Outlines and discusses some critical facets of a bilingual curriculum. Discussion is one thing, but facilitation is another — assigning some fixed percentage of instructional time in Spanish as compared to English, calling for sympathetic, knowledgeable, creative, and bilingual teachers, reiterating the need for valid and reliable measuring instruments and public institutions open to the community — these are matters of deep import. Bilingual, bicultural education curricula maladroitley

developed and operationalized will undoubtedly suffer the same fate as many basically useful approaches of the past.

PRENTICE-HALL EDITORIAL STAFF. *Educator's Complete ERIC Handbook*, Phase One. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Section 8 of this interesting volume presents a series of document resums regarding the "Miami Experiment in Bilingual Education." Documents dealing with the Miami Linguistic Readers, tutor orientation programs, public relations, and dropouts are included.

RIESTRA, MIGUEL A. and CHARLES E. JOHNSON. "Changes in Attitudes of Elementary School Pupils Toward Foreign Peoples Resulting from the Study of a Foreign Language," *Journal of Experimental Education*, 33 (Fall 1964), 65-69.

Purpose of the investigation was to determine the influence of the study of a foreign language on attitudes of elementary school pupils towards peoples represented by the language studied. Conclusions described the degree to which positive attitudes were generalized to all Spanish-speaking peoples, differences in methodology of foreign language instruction and their effects on attitudes, as well as several other findings. Study can be considered as a contribution for the argument for bilingual and bicultural educational curricula for all children.

TOSCANO, HERCELIA. "Bilingual Education," *The Mexican-American - A New Focus on Opportunity*. Washington: Interagency Committee on Mexican-American Affairs, October 1967, 115-116.

The writer, a consultant in the San Antonio Project, emphasizes the necessity to approach the educational needs of the Mexican-American through "their vernacular." Also recommends varying doses of bilingual education for Mexican-Americans, depending on their educational and linguistic status. Stresses the fact that "academic success for Spanish-speaking students can be achieved through sound bilingual programs based on research and through a system that reflects success."

REVIEWS OF RESEARCH AND BIBLIOGRAPHIES

A number of outstanding research reviews and bibliographies are included here for students who wish to pursue this area by further study of the literature beyond this annotated collection.

ARSENIAN, SETH. "Bilingualism in the Post War World," *Psychological Bulletin*, 42 (February 1945), 65-86.

Classic research review of bilingualism in many dimensions. Particularly useful are the sections dealing with the measurement of bilingualism, language development, school achievement, learning a second language, and problems for research.

CHING, DORIS C. "Methods for the Bilingual Child," *Elementary English*, 42 (January 1965), 22-27.

Reviews studies in bilingual methodology. Points out the need for carefully controlled experimental studies in this area.

GROTEBERG, EDITH H. "Learning Disabilities and Remediation in Disadvantaged Children," *Review of Educational Research*, 35 (November 1965), 413-425.

Broad review of research on various factors associated with learning disabilities among disadvantaged children, particularly Negro children. Consideration is given to such areas as intelligence, school achievements, reading retardation, language patterns, perception, cognition, conceptualization, and the effects of social and cultural background as they relate to learning in school. Theoretical frameworks and programs of remediation are reviewed and research is evaluated.

JENSEN, J. VERNON. "Effects of Childhood Bilingualism," *Elementary English*, Vol. 39, Part 1 (February 1962), 132-143; Vol. 39, Part 2 (April 1962), 358-366.

Extensive research review of negative and positive evidence regarding the effects of bilingualism on such areas as speech, intellectual, and educational development and emotional stability. Includes a section of procedural and attitudinal recommendations with suggestions for elementary schools, a section evaluating the literature, and a bibliography of 220 references.

MACNAMARA, JOHN. "The Effects of Instruction in a Weaker Language," *Journal of Social Issues*, 23 (April 1967), 121-135.

Intensive consideration of research findings and needed research regarding the effects of instruction in a weaker or second language. Discusses these effects on school achievement reviewing studies dealing with arithmetic reasoning, speed of reading, reading skill acquisition, and verbal interchange in the classroom. Sections dealing with linguistic effects of teaching in a weaker language are suggestive of much needed additional research with Spanish-speaking children in the United States.

PRENTICE-HALL EDITORIAL STAFF. *Educator's Complete ERIC Handbook*, Phase One. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Section 2 provides a series of document resumés dealing with preschool oral English programs. Documents cover a range from Head Start Field Trips through Teaching English as a Second Language. Section 23 presents document resumés dealing with various projects for migrant children throughout the United States. Useful volume presenting varied descriptions of educational programs for disadvantaged children.

RUDELL, ROBERT. "Oral Language and the Development of Other Language Skills," *Elementary English*, 43 (May 1966), 489-498.

Discusses findings of research dealing with relationships between speech and listening development, and the development of reading and writing. Conclusions include implications for teaching these abilities. Thirty-six item bibliography.

SANCHEZ, GEORGE I. and HOWARD PUTNAM. *Materials Relating to the Education of Spanish-Speaking People in the United States*. Austin, Texas: University of Texas Press, 1959, 76 pps.

Annotated bibliography of materials and publications dealing with Spanish-speaking people in the United States. Contains almost 900 entries, covering a wide range of subjects published through 1959.

SINGER, HARRY. "Bilingualism and Elementary Education," *Modern Language Journal*, 40 (1956), 444-458.

Research review on bilingualism of particular relevance to elementary education. Well-documented and penetrating discussions of the meaning of bilingualism, language and mental development of bilinguals, school achievement, emotional adjustment, age for beginning a foreign language, and many other factors of critical importance. Concluding statements well worth considering in light of the maladroitness and frequently oversimplified programs and approaches for Spanish-speaking youth prevalent today.

SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS. *Reports of Annual Conferences, 1964, 1965, 1966, and 1967.* El Paso: University of Texas at El Paso Press.

Reports annually published from 1964 through 1967, representing a variety of viewpoints on bilingualism, mostly by eminent linguists and educators as well as teachers and personnel directly involved in teaching Spanish-speaking children in the Southwest.

WEINREICH, URIEL. *Languages in Contact: Findings and Problems.* New York: Linguistic Circle of New York, 1953, 148 pps.

Important publication concerning bilingualism containing a multifaceted discussion of the subject and a bibliography of over 600 studies.

ZINTZ, MILES V. *Education Across Cultures.* Dubuque, Iowa: William C. Brown Book Co., 1963, 401 pps.

Important book, wholly devoted to educational considerations for Navajo, Pueblo, and Spanish-American children, organized around three major sections. Part one provides an introductory series of chapters dealing with foundations and with sociological and bicultural aspects of education of minority children. Part two presents foundations for educating the three groups of children under consideration. Part three deals with TESL, vocabulary, curriculum, and unsolved problems. An appendix and a 400 item bibliography is provided, each chapter is heavily documented, well-written, and replete with useful material.

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